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ABSTRACT

This report presents a comprehensive evaluation of the Reading Enrichment/Achievement Demonstration (READ) Project after its third year of operation in the Washington, D. C., public schools. Separate chapters (1) explain the highly structured Weiss Phonic-Linguistic Method on which the project is based; (2) describe the program objectives and program design noting the emphasis on the training of teachers in the Weiss Method; (3) outline the evaluation design used to measure the extent to which the objectives of the READ program were accomplished; (4) analyze the evaluation findings regarding academic and affective objectives for students, as well as teachers' opinions and use of the Weiss Method; (5) point to evidences of effectiveness; and (6) present conclusions in narrative and tabular form, noting that the majority of affective objectives and a smaller proportion of the cognitive objectives were met through the program. Appendixes provide enrollment statistics for teachers participating in Weiss training sessions and present the following instruments used in the program evaluation: the staff interview instrument designed to collect information on program activities; the classroom observation instrument; the questionnaire used to determine the extent, impact, and usefulness of teachers' training in the Weiss Method; the parent questionnaire; and a questionnaire administered to teachers using the Weiss Method exclusively. (GT)

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Comprehensive Evaluation

of the

Reading Enrichment/Achievement Demonstration

Project (READ)

FINAL REPORT
SY 1978-79

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C. Lawton
Project Director

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PART I

CHAPTER I

INTRODUCTION

Since 1976, the National Office has provided funds to test and pilot the Reading Enrichment/Achievement Demonstration Project (READ). The objective of the Project is to improve the reading, spelling, and comprehension ability of the students by using the Weiss Phonic-Linguistic Method. In the affective domain area, the program is designed: (a) to facilitate learning, so each student will be better able to fulfill his personal goals and his obligations to the society in which he lives; and (b) to promote social interaction and improved human relationships among people with different cultural backgrounds.

The Weiss Method is highly structured and teaches the mechanics of reading and spelling scientifically. The textbook, SURE STEPS TO READING AND SPELLING, was developed especially for the student, with its sole function being to teach logical and sequential steps in reading and spelling techniques.

The Weiss method is conceived in the simplest of basic ideas and is therefore easy to learn and use and also easy to teach. Even though there are twenty-six letters in the alphabet, careful research has shown that there are only about 105 basic different constructions in the English language. Exceptions constitute less than 5 per cent of all the words, and many of these fall into large groups with simple differences. Each time a new construction is taught, the student immediately can read all words with that construction. In "Sure Steps," every sentence uses words which contain only those letters and sounds the pupil already has learned. Confusion is thereby avoided and the student gains confidence and knows and feels he is making rapid progress.

The Weiss system provides a concrete foundation for the development of comprehension, since it incorporates linguistics, including the recognition of identifiable grammatical constructions and the meanings of word elements, such as prefixes, suffixes, and word roots.

The READ Project has been in operation for three years. This is the evaluation report for the third year of project operation.

CHAPTER II

PROJECT DESCRIPTION 1/

The Reading Enrichment/Achievement Demonstration (READ) Project employs the Weiss Phonic-Linguistic Method to improve the reading skills and performance of students attending Adams, Bancroft, H.D. Cooke, Marie H. Reed and Oyster Elementary Schools of the District of Columbia Public Schools. This cluster of schools serves a student population which resides in a geographic area designated as the "multicultural mecca" of the District of Columbia.

"The schools have a large Spanish-Speaking student population, as well as a large black student population, and serve a community that is widely diverse in nationality, income and occupation, representing 35 nationalities and 17 native languages.

The Reading Enrichment/Achievement Demonstration Project is designed to overcome the reading deficiencies of the population of the target schools by using the Weiss Method to develop and strengthen the students' proficiency in the following cognitive domains: word attack skills (including phonetic analysis and structural analysis); vocabulary comprehension and general analytical ability; mode of expression (including syntax and other components of grammar); and language arts skills (including creative writing and visual literacy activities). In the affective domain, the project is designed: (a) to facilitate learning, so each student will be better able to fulfill his/her personal goals and his/her obligations to the society in which he/she lives; and (b) to promote social interaction and improved human relationships among people with different cultural backgrounds.

Each member school brings unique assets to the READ Project. The curriculum of the Adams Community School is ungraded and multicultural with an emphasis upon student respect and recognition for ethnic diversity. H.D. Cooke is expert in the successful administration of an elementary school bilingual program, with a special sensitivity to the effects of racial isolation in a predominantly black school system. The Marie H. Reed Community Learning Center is well experienced in community and parental involvement in the educational process. Oyster is a totally bilingual school, unique in its efforts to create a model program for parent particpation. Bancroft, involved SY 1978-79 in the Project, has a diverse population and is skilled in providing effective learning experiences to its population."

1/ Source: Proposal for a Reading Enrichment/Achievement Demonstration Project. D. C. Public Schools, 1978.

Program Objectives

The objectives of the READ Project are:

I. Objectives for Students:

a. Academic (Cognitive) Domain:

(1) Given one year of learning by the Weiss Method program, 75% of the participating students will increase their reading ability, including comprehension by one year or more, as measured by the California Comprehensive Test of Basic Skills (CTBS) or by the Stanford Achievement Test (SAT); and will increase their competency in five or more skill areas as measured by the Prescriptive Reading Test. Concurrently, there will be a corresponding increase in spelling proficiency and language arts skills.

(2) Bilingual students and others with limited English-speaking ability will increase their understanding of the English language and their skills in using it more effectively.

(3) Students identified as having been taught by the Weiss Method for 2 years (Grades 2 and 3) at Oyster School will demonstrate a level of reading achievement higher than students who were not taught by the Weiss Method.

(4) Classes (Grades 1-6) taught by teachers identified as using the Weiss Method primarily in the teaching of reading at Adams, Bancroft, H.D. Cooke, and Marie H. Reed Schools will average higher reading achievement than classes taught by teachers not using the Method.

b. Affective Domain:

(1) To develop self-confidence through learning by the Weiss Method, so that they will be able to function successfully in a competency-based classroom which incorporates reading improvement activites and language arts skills into all disciplines.

(2) To improve their self-image and to develop independence and an understanding of themselves and others. As a result, learning will be facilitated, they will be able to cope with day-to-day life experiences, and their behaviors will be better.

(3) To demonstrate their understanding and acceptance of other ethnic and racial cultures by social interaction and improved human relationships among people with different backgrounds.

II. Instructional Objectives for Teachers as a Result of Training:

a. Academic (Cognitive Domain):

(1) To teach the students word-attack skills by the Weiss Method, i.e., the correlation between the letters which form the word and the sound of the word. This will include phonics, structural analysis skills, syllabication, spelling, grammatical characteristics, and foreign language constructions.

(2) To increase the students' vocabulary. Semantics will be an integral part of this instruction.

(3) To increase the students' comprehension and analytical abilities.

(4) To increase the students' abilities to express themselves more effectively. This will include emphasis on syntax and other components of grammar.

(5) To increase the students' language arts skills. This will include creative writing and visual literacy activities.

(6) To stimulate better performance in other subjects through proficiency in reading.

(7) To reach the underachievers and those pupils with learning disabilities such as dyslexia and other difficulties.

b. Affective Domain:

(1) To facilitate learning for each student so that he/she will be better able to fulfill his/her personal goals and obligations to the society in which he/she lives.

(2) To promote social interaction and improved human relationships among people with differing cultural backgrounds.

c. To design and implement courses to train teachers to conduct workshops, to teach other instructors, and assist their peers, paraprofessional aides, tutors, and parents in utilizing the Weiss Method so that:

(1) Instructional continuity is provided beyond the period of federal assistance; and

(2) The use of the Weiss Method can be expanded to other District of Columbia Public Schools that are not currently a part of the READ Project.

Program Design

The READ Program has three basic components: a teacher training or staff development component, a classroom instructional component; and a trainer of teachers/curriculum development component. Each of these components integrally work as a unit to produce a comprehensive approach to solutions to reading needs. Each of the components are discussed here:

Teacher Training/Staff Development Component

The teacher training/staff development component of the READ Project is designed to offer in-service courses in the Weiss Method, providing 3 hours of graduate credit each, through the University of the District of Columbia. The courses offered are: Beginning Weiss Method Course; Advanced Weiss Method Course; Teaching Bilingual Students and Teaching English as a Second Language; Affective Teaching Strategies in Conjunction with the Weiss Phonic-Linguistic Method; Use of Media in the Weiss Method of Teaching Reading and Spelling; Teaching Creative Writing in Conjunction with the Weiss Method; Teaching Other Instructors How to Do a Workshop; and Workshop in Weiss Phonic-Linguistic Method (summer course, 3 credits ; and weekend mini course, 1 credit).

Classroom Instructional/Community Development Component

The READ project's classroom instructional/community involvement component is designed to assist teachers trained in the Weiss Method at the target schools (Adams Community Elementary School, H.D. Cooke Elementary School, Oyster Elementary School, Marie H. Reed Community Learning Center and Bancroft Elementary School) in implementing the Weiss Method in their respective classrooms to overcome the reading deficiencies of the population of their schools.

This component is designed to bring school and community together to solve reading and language as well as cultural difficulties experienced by the populations of this school cluster.

Trainers of Teachers/Curriculum Development Component

This component is designed to offer additional training to teachers who have been trained and have successfully implemented the Weiss Method in their classrooms, and who show potential for training other teachers in the Weiss Method. These persons are subsequently utilized to assist with training other teachers in the Weiss Method Courses.

CHAPTER III

EVALUATION DESIGN

This evaluation was designed to measure the extent to which the objectives of the READ program were implemented and accomplished.

Evaluation Approach

Contemporary Associates' collaborative evaluation approach included several specific activities and elements which were required to ensure effectiveness of this evaluation effort. Several of these are elaborated here.

The major purpose of this evaluation is to measure the extent to which the objectives of the READ have been implemented and accomplished. Nevertheless, education researchers have come to realize that evaluation simply for evaluation sake serves little or no purpose. Evidence has shown that usefulness of an evaluation is increased when both the evaluator and those being evaluated are interested in the total process. The total process in this instance refers to the causal relationship or a practical explanation of how(s) and why(s) related to the findings of an evaluation.

The evaluator and client have collaborated on every aspect of this evaluation effort. The first design conference was held on March 30, 1979, at the Office of the Division of Research and Evaluation. The conference was attended by a representative of the Division of Research and Evaluation, and the Director of the READ Project. A thorough review of the program activities and previous evaluation was made, a major concern being documentation and accomplishments for this program implementation year.

Other major concerns discussed were:

- Level of implementation of the Weiss Method in each classroom in each of the target schools
- Identification of teachers who use Weiss primarily
- Teacher Training schedule and programs
- Overall structure and impact of READ Project.

The major consensus was that the evaluation design should be structuredto determine which of the READ Project objectives have been met; which need to be addressed as priority; and, the cumulative effects of the Project.

Research Design

The research design evolved to measure several specific program areas identified as major program emphasis:

- Teacher Training effectiveness

  1. What teachers participated?

  2. What did participants learn?

  3. How did participants use what they learned?

- Implementation of Weiss Method in the classroom and its effect on student performance

  1. What teachers use the Weiss Method exclusively/primarily in the 5 target schools?

  2. To what extent do teachers use the Weiss Method in their classrooms?

  3. What are teachers' attitudes toward use of the Weiss Method primarily or exclusively?

  4. How much better do students who are taught using the Weiss Method perform on the PRT and CTBS than students taught by other methods?

Sampling Plan and Procedures

The evaluation team, along with the representative of the Division of Research and Evaluation of the D.C. Public Schools, and the READ Project Director, reviewed all READ objectives, implementation activities, project products, etc. to finalize the research design including sampling plan of the READ Project. This involved an identification of students at Oyster school who had been taught by the Weiss Method for two years, and, an identification of teachers at the other four target schools who were using the Weiss Method primarily to teach reading and language arts during the project year. As a result of a definitive identification, by the READ Project Director of teachers using the Weiss Method primarily in their classrooms, all treatment classes were specified in the five target schools as shown in Table 1.

TABLE I

Teachers Identified as Using Weiss
Primarily in Target Schools

TEACHER BY GRADE LEVEL, BY SCHOOL

	Number of Teachers	Grade Level
Adams	1	6
	1 *	Non Graded* (English as a Second Language)
Bancroft	1	1
	1	1 and 2
	1 *	1 thru 6
	1	2
	1	3
Cooke	1	2
	1	3
	1 **	5
Oyster	1	1
	1	2
	2	3
Reed	2	1
	1	2
Total	17	

* These classes were not used in the analysis since these are not regular classes.
** This class not used in the analysis as test data was not available.
The data presented here represents basic data on participating teachers identified as utilizing Weiss Method primarily for instruction in their respective classrooms.

Table 1 shows that approximately 17 teachers in the five target schools were using Weiss primarily in the classroom, although, program data provided by the Project Director indicated that an unspecified number of additional teachers in the target schools had been trained in the Weiss Method. Data is only analyzed for students in regular classes.

A control class was matched with the experimental classes based on pre-test classmean score on the CTBS and Title I status in an effort to measure the READ Project objectives. The 17 Teachers in the target schools, Spring Session, 1979, were administered a questionnaire by the CAI evaluation team to solicit teacher opinions of the use and effectiveness of the Weiss Method. A representative sample of experimental and control classes from which the empirical data were collected was finalized.

Teachers attending Weiss courses during the session were administered Teacher Training Questionnaire. Table 2 presents a summary of their responses indicating their participation in Weiss training. The actual enrollment statistics for each course are shown in Appendix B.

TABLE 2

Summary of Participation in Weiss
Method Courses as Indicated by Teachers
in Attendance at Weiss Courses in the Spring Semester, 1979

	Total Respondents	Beginning Weiss		Advanced Weiss		Teaching ESL Students		Affective Teaching Strategies		Use of Media		Workshop in P.L. Method		Creative Writing		Teacher Training	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Pre-Kindergarten and Kindergarten	11	11	100.0	6	54.5	4	36.4	4	36.4	4	36.4	4	36.4	4	36.4	3	27.3
Grades 1 - 6	60	60	100.0	36	60.0	21	35.0	20	33.3	18	30.0	29	48.3	31	51.7	10	16.7
Junior High	11	11	100.0	3	27.3	6	54.5	6	54.5	5	45.5	5	45.5	5	45.5	2	18.2
Senior High	8	8	100,0	3	37.5	0	0.0	5	62.5	2	25.0	2	25.0	2	25.0	0	0.0
Others	32	31	96.9	17	53.1	11	34.4	17	53.1	12	37.5	14	43.8	15	46.9	3	9.4
Totals	122	121	99.2	65	53.3	42	34.4	52	42.6	41	33.6	54	44.3	57	46.7	18	14.8

Students in each of the treatment classrooms were given parent questionnaire to be completed by their parents and returned. The actual number of parents responding by school is shown in Table 3.

TABLE 3

Sample of Parents Responding to Parent Questionnaire by School

	Total
Bancroft	7
Oyster	51
Adams	2
Reed	15
Cooke	11
no school designated	11
	97

Instrumentation

All instruments utilized in this evaluation were developed and tested by the evaluation team and approved by the Division of Research and Evaluation and the READ Director (See Appendix B). The following instruments were developed:

- READ Staff Interview Instrument was designed to collect information on specific program activities which have been implemented by the READ Project during the 1978-79 project year. The Director of the READ Project was administered this instrument.

- Classroom Observation Instrument was designed to document the results of classroom observations of those teachers utilizing Weiss primarily in the classrooms.

- Participating Classroom Teacher Questionnaire was designed to collect information from those teachers who have been trained in the Weiss Method and have used it as the primary method of reading and language instruction in their classroom.

- Teacher Training Questionnaire was designed to determine the extent to which teachers have been trained in the Weiss Method and the impact and usefulness of the training received.

- Parent Questionnaire was designed to solicit from the parents of children who have been instructed using the Weiss Method in classrooms in the target schools, their awareness of and knowledge and opinion of the program and their participation in activities sponsored by the READ Project. Also the instrument solicits their attitudinal changes toward teachers, schools, other cultures, etc. as a result of the READ Project.

PART II

CHAPTER IV

ANALYSIS OF EVALUATION FINDINGS

The major purpose of this evaluation effort is to determine the extent to which the Reading Enrichment/Achievement Demonstration Project implemented and accomplished its stated objectives.

Objectives for Students

a. Academic (Cognitive Domain):

> Objective 1: Given one year of learning by the Weiss Method program, 75% of the participating students will increase their reading ability, including comprehension by one year or more, as measured by the California Comprehensive Test of Basic Skills (CTBS) or by the Stanford Achievement Test (SAT); and will increase their competency in five or more skill areas as measured by the Prescriptive Reading Test. Concurrently, there will be a corresponding increase in spelling proficiency and language arts skills.

Findings:

Results of CTBS pre- and post-tests show that in 2 of the 5 or 40% of the Weiss classes in Grade one as compared to none of the 3 non-Weiss Grade one classes, 75% of the students show a gain of one grade or more as shown in Table 5. For Grade 2, however, in only one of the Weiss and non-Weiss classes did 75% of the students gain one or more grade levels. At Grade 3 none of the Weiss classes showed 75% of the students increased their reading ability by one year or more compared to 2 (two) of the non-Weiss.

TABLE 4

Percentage of Students Increasing Reading Ability, Including Comprehension by One Year or More as a Result of One Year of Instruction by the Weiss Method as Measured on CTBS.

	Grade 1		Grade 2		Grade 3		Grade 6	
	Weiss	Non-Weiss	Weiss	Non-Weiss	Weiss	Non-Weiss	Weiss	Non-Weiss
	67.	72.	76.	59.	64.	100.	60.	68.
	100.	70.	71.	91.	44.	77.		
	50.	67.	64.	6.	50.	38.		
	82.		54.		16			
	73.		38.					
Mean	74.4	69.6	60.6	52.0	43.5	71.7	60.	68.

At the sixth grade the 60% of the Weiss instructed students compared to 68% for non-Weiss gained one year or more in reading ability.

In comparing the Weiss and non-Weiss performance on the PRT, results show that students took various level tests as shown in Table 6 below.

It was not deemed feasible to measure the second part of objective number one pertaining to PRT achievement as specified for all students. Data was only analyzed for students who were tested on grade level and who took the same level test in both the Fall and Spring.

TABLE 5

Weiss and Non-Weiss Students Taking PRT
Pre- and Post-Test by Levels

PRT Levels	Grade 1				Grade 2				Grade 3				Grade 6			
	Pre-Test		Post-Test		Pre-Test		Post-Test		Pre-Test		Post-Test		Pre-Test		Post-Test	
	W	N/W	W	N/W	W	N/W	W	N/W	W	N/W	W	N/W	W	N/W	W	N/W
Level A	131	73	133	56	5	15	11	19								
Level B	0	0	0	16	99	50	185	44	12	9	13	10				
Level C	12	9	13	10	2	2	7	2	48	15	43	15				
Level D									17	0	21	0				
Level E											4					
Level F													19	24	14	23

Key: N=Weiss Instructed Students. N/W=Non-Weiss Instructed Students

A comparison of the average percent item gains by grade and levels of Weiss-taught classes and those classes not instructed in the Weiss Method are shown in Tables 6 through 10.

Grade 1:

As shown in Table 6 the average percent mastery of skills for Weiss instructed students on the pre-test of the PRT was 72.82 compared to 65.55 for non-Weiss instructed students. On the post-test Weiss instructed students showed an average percent mastery of 90.38 compared to 85.67 for the non-Weiss instructed classes. Weiss instructed students showed a higher overall performance on the pre- and post-tests however, non-Weiss students gained 20.12 average percentage mastery points compared to 17.56 for Weiss instructed students.

TABLE 6

Analysis of Average Percent Mastery on PRT Level A
Pre- and Post-Tests for Weiss and Non-Weiss Classes Grade 1

	Pre-Test	Post-Test	Gains
Weiss	72.82	90.38	17.56
Non-Weiss	65.55	85.67	20.12

Grade 2:

Table 7 shows the overall average percent mastery on the PRT Level B for Weiss and non-Weiss students.

TABLE 7

Analysis of Average Percent Mastery on the PRT Level B
Pre- and Post-Tests for Weiss and Non-Weiss Classes
Grade 2

	Pre-Test	Post-Test	Gains
Weiss	74.36	83.6	9.24
Non-Weiss	74.38	91.13	16.75

As shown in Table 7, Weiss instructed students preformed at an average percent mastery of 74.36 compared to 74.38 for non-Weiss instructed students on the pre-test Level B of the PRT. On the post-test, Weiss instructed students show an average percent mastery of 83.6 compared to 91.13 for non-Weiss students. Non-Weiss classes gained 16.75 percentage points mastery of skills on the PRT compared to only a 9.24 percentage point gain for Weiss instructed students.

Table 8 gives the analysis of average percent mastery on the pre- and post-test for Weiss and non-Weiss students in Grade 3 taking Level C of the PRT.

TABLE 8

Analysis of Average Percent Mastery on PRT Level C Pre- and Post-Tests for Weiss and Non-Weiss Classes Grade 3

	Pre-Test	Post-Test	Gains
Weiss	75.6	87.3	11.7
Non-Weiss	77	87.6	10.6

As shown in Table 8, students taking Level C of the PRT instructed in the Weiss Method showed an average mastery of 75.6 percent on on the pre-test compared to 77 percent for students taking the same Level PRT not instructed in Weiss. The average percent mastery of Weiss instructed students on the post-test was 87.3 compared to 87.6 for non-Weiss instructed students. For Grade 3 Weiss instructed students gained 11.7 percentage points in average percent of skills mastered compared to 10.6 percentage points for non-Weiss students.

Grade 6:

A comparison of Weiss students at Grade 6 with non-Weiss shows that all students, for both groups, were administered Level F of the PRT. Table 9 shows the average gain for each skill item on the PRT Level F for each group.

TABLE 9

Average Percent Mastery of Weiss and Non-Weiss Students on the PRT, Grade 6 Level F

	Pre-Test	Post-Test	Gains
Weiss	58.7	58.5	- .2
Non-Weiss	50.8	64.9	14.1

The results show that Weiss instructed students showed an average percent mastery of 58.7 percent on the pre-test compared to 50.8

for non-Weiss students. The average percentage mastery for Weiss instructed students on the post-test was 58.5 compared to 64.9 for non-Weiss students. Weiss students showed a negative gain of - .2 percent average mastery compared to a gain in mastery of 14.1 percent for non-Weiss students in Grade 6 taking Level F of the PRT.

Time and resources did not permit an analysis of spelling proficiency and language art skills.

> Objective 2: Bilingual students and others with limited English-speaking ability will increase their understanding of the English language and their skills in using it more effectively.

The student questionnaire, classroom observations, and review of student test results indicated that approximately 95% of students in all Weiss classes at Oyster school and from 10 to 80% of the Weiss classes in the other target schools are composed of bilingual students. Participating teachers and teachers attending Weiss training sessions indicated that the Weiss method was the most effective method in teaching students whose major language is not English, the English language in a very short and efficient time frame. Several of the students taking the pre- and post-tests were entering an English-speaking environment for the first time. The parent survey, also, indicated that the language of parents of the majority of students involved in the Weiss classes was other than English. Many parents were unable to read the questionnaire and teachers indicated that in many instances, students reported that they had to interpret the questionnaire to their parents.

During the classroom observations, teachers often grouped students whose language was other than English in special groups to reinforce their use of the Weiss method to learn the English language.

> Objective 3: Students identified as having been taught by the Weiss Method for 2 years (Grades 2 and 3) at Oyster School will demonstrate a level of reading achievement higher than students who were not taught by the Weiss Method.

An analysis of the test results of students at the Oyster School who had been taught by the Weiss Method is shown in Table 10.

To perform this comparison the names of second and third grade students at Oyster School who had been instructed using Weiss for two years and their corresponding performance on the CTBS and PRT were obtained from teacher and school records. The mean performance of these students was tabulated.

TABLE 10

CTBS Test Results of Grades 2 and 3 Students at Oyster School Taught by the Weiss Method for 2 Years.

	Grade 2					Grade 3				
	grade 1		grade 2			grade 2		grade 3		
	Fall 1977	Spr. 1978	Fall 1978	Spr. 1979	Change after two years	Fall 1977	Spr. 1978	Fall 1978	Spr. 1979	Change after two years
	.7	1.84	2.29	3.38		2.1	3.2	2.96	3.86	
Change		1.14	.45	1.09	2.61		1.1	.24	.90	1.76

As shown in Table 11, Weiss instructed students at Oyster were achieving above their normal grade level at the end of Grade 2 and at level for Grade 3.

A comparison of the performance of Grade 2 and Grade 3 classes at Oyster School who had received two years of instruction in the Weiss Method with control schools shows that for Weiss instructed students at Oyster School the average performance at Grade 2 on the CTBS is 3.38 compared to 3.34 for non-Weiss and 3.86 for Weiss compared to 4.7 for non-Weiss at Grade 3 classes as shown in Table 11.

Table 11

CTBS Results of Students at Oyster School Taught by the Weiss Method for Two Years Compared to Students not Taught by the Weiss Method.

	PRE-TEST		POST-TEST		GAIN	
	W	NW	W	NW	W	NW
Grade 2	2.29	2.53	3.38	3.34	1.09	.81
Grade 3	2.96	3.5	3.86	4.7	.9	1.2

Objective 4: Classes (Grades 1-6) taught by teachers identified as using the Weiss Method primarily in the teaching of reading at Adams, Bancroft, H. D. Cooke, and Marie H. Reed Schools will average higher reading achievement than classes taught by teachers not using the Method.

An analysis of the CTBS results for classes (Grades 1 - 3 and 6) taught using the Weiss Method primarily at Adams, Bancroft, H. D. Cooke and Marie H. Reed schools compared with classes not using the Weiss Method.

TABLE 12

Mean Average CTBS Performance in Grade Equivalents
Grades 1 - 3 and 6 for Weiss and
Non-Weiss Classes on Pre-Test and Post-Test

	Grade 1			Grade 2			Grade 3			Grade 6		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Weiss	.85	1.9	1.05	1.78	2.6	.82	2.6	3.7	1.1	5.1	5.6	.5
Non-Weiss	.87	1.6	.73	1.8	2.5	.7	3.4	3.6	.2	3.6	4.4	.8

Although, Weiss and non-Weiss classes show similar performance at Grade 1 and 2, Weiss classes at Grades 3 and 6 performed above non-Weiss classes, the greatest gap in performance of Weiss over non-Weiss classes being shown at the sixth grade level.

The analysis shows that for Grade 1, Weiss classes gained 1.05 grade point equivalent compared to .73 for non-Weiss. Grade 2 Weiss classes showed gains of .82 compared to .7 for non-Weiss. Grade 3 Weiss classes gained 1.1 compared to .2 for non-Weiss classes. And, Grade 6 Weiss classes gained .5 compared to .8 for non-Weiss. The Grade 6 Weiss classes performed at 5.1 and 5.6 respectively on the pre and post tests compared to 3.6 and 4.4 on the pre and post tests for the non-Weiss.

b. Affective Domain:

Objective 1: To develop self-confidence through learning by the Weiss Method, so that they will be able to function successfully in a competency-based classroom which incorporates reading improvement activities and language arts skills into all disciplines.

Findings:

Teachers indicated that students instructed in the Weiss Method acquire a mastery of word attack skill and the English language at a more proficient level than students not instructed utilizing the Weiss Method as represented in Table 13.

TABLE 13

Teachers' Indication of Skills Acquired by Students Participating in the Weiss Program at a Higher Level than Other Students (N=16)

Skill Areas	Frequency
Mastery of Word Attack Skills	6
Analytic Abilities	5
Confidence in Reading and Spelling	4
Ability to Synthesize and Apply Language Patterns	1
Mastery over English Language At an Early Age	2

Objective 2: To improve their self-image and to develop independence and an understanding of themselves and others. As a result, learning will be facilitated, they will be able to cope with day-to-day life experiences, and their behavior will be better.

Fifty percent of teachers interviewed at Adams, 75% at Bancroft, 66% at Cooke, 100% at Oyster and 66% at Reed stated that students involved in the Weiss program have less truancies, are seldom tardy, have less conduct and behavioral problems, and are more enthusiastic about school and learning than students not instructed in Weiss.

Parents also indicated that they have observed improvements in the self-development and coping of their children as a result of their participation in the Weiss program.

Objective 3: To demonstrate their understanding and acceptance of other ethnic and racial cultures by social interaction and improved human relationships among people with different backgrounds.

Teachers and parents as well as school administrators indicated that the understanding and acceptance of other ethnic and racial cultures had been facilitated by the Weiss program. Teachers indicated that parents are more active and involved in school activities as a result of their participating in Weiss sponsored cultural experiences. Parents indicate that they have become more actively involved in school activities with their children as well as with teachers and other school personnel.

Observation results of Weiss activities and classrooms by evaluation team members show that cultural and educational experience were implemented to foster social interaction and improved human relationships among people with different backgrounds. Such activities included: a multicultural festival where students, parents, teachers and community members participated in dances, songs, and food sampling of various cultures and teaching English-speaking children other languages.

1. Instructional Objectives for Teachers as a Result of Training:

As represented in Appendix B, there was a total enrollment of 624 in Weiss training classes during the 1978-79 project year. The evaluation team observed and administered a questionnaire in all Weiss training classes to solicit information on the effectiveness and usefulness of the Weiss Method to 122 enrollees.

Seventeen of the teachers participating in training were those identified as using the Weiss method primarily in their classrooms. These teachers were administered a questionnaire to solicit their opinions of the applicability of the Weiss Method to the effective teaching of reading and language art skills to students in their classes as well as their opinions of the overall effectiveness of the Weiss project. All responses to the objectives

presented here are based on results of project data provided by the Project Director, and observations of the evaluation team members. Data are presented in Tables 14 and 15.

a. Academic (Cognitive Domain) (Grades 1-7):

Training session observations, as well as responses of teachers taking training courses in the Weiss Method indicate that all teachers trained in the Weiss Method used it to some extent within their classroom. These teachers' responses indicating the skills for which they find the Weiss Method most helpful in classroom teaching were grouped according to grade levels as represented in Table 14. Their responses indicate that the trained teachers are using Weiss to teach word attack skills. These results show that 110 of the 122 respondents indicated use of Weiss to teach word attack skills. The greatest use was indicated by teachers in Grade 1-6.

The 17 teachers identified as using Weiss primarily in their classroom indicated that they teach the Weiss Method primarily and systematically. Their responses indicate that the Weiss Method is taught an average of one-half to one hour per school day. Fourteen of the 17 indicated that the Weiss Method is more helpful in teaching word attack skills than any other method, and that they use it primarily for teaching phonetic analyses, structural analyses, vocabulary and comprehension skills.

In three of the sampled schools, teachers indicated that other basal readers are utilized along with Weiss.

The 122 teachers responding to the training questionnnaire indicated that students retain skills comparatively better when instructed using the Weiss Method than when using other methods of instruction. The skill specified and the frequency of respondents designation of their acquisition are represented in Table 15.

TABLE 14

Skill Areas Which Participants in Weiss Training Indicated as Most Helpful in Classroom Teaching

	Total Respondents	Vocabulary		Comprehension		Grammar and Syntax		Creative Writing		Syllabication		Word Attack Skill		No Response	
Pre-Kindergarten and Kindergarten	11	11	100.0	7	63.6	5	45.5	4	36.4	6	54.5	7	63.6	0	0
Grades 1-6	60	59	98.3	43	71.7	37	61.7	37	61.7	52	86.7	60	100.	1	1.7
Junior High	11	8	72.7	8	72.7	5	45.5	6	54.5	5	45.5	10	90.9	0	0
Senior High	8	6	75.0	4	50.0	5	62.5	5	62.5	4	50.0	6	75.0	0	0
Others *	32	16	50.	9	28.1	12	37.5	4	12.5	13	40.6	17	53.1	1	3.1
Totals	122	100	82.	71	58.2	64	52.5	56	46.0	80	46.	100	90.2	2	1.6

* The category "Others" includes school counselors, assistant principals, art teachers, music teachers and other school personnel participating in Weiss training.

TABLE 15

Skills Acquired and Retained by Students to a Greater Extent when Instructed in the Weiss Method than with Other Methods as Indicated by Teachers Participating in Weiss Training

	Total Respondents	Reading More Effectively	Word Attack Skills	The Nature and Structure of the English Language	Comprehension	Creative Writing	All of the Above	None of the Above
		N	N	N	N	N	N	N
Pre-Kindergarten and Kindergarten	11	11	10	7	7	4	3	0
Grades 1-6	60	55	59	52	43	38	29	0
Junior High	11	9	10	10	9	6	6	0
Senior High	8	7	6	8	4	5	4	0
Others	32	25	29	29	21	19	15	0
Totals	122	107	114	106	84	72	57	0

CHAPTER V

EVIDENCES OF EFFECTIVENESS

Results of data analysis show that the Weiss program has been implemented in classrooms in the five target schools to a differing degree. Data results show that exclusive or primary use of Weiss is based on teacher choice. Early analysis of teachers' use of Weiss in the classrooms of the target schools showed that 17 classrooms could be identified as using Weiss primarily, although, almost all teachers in the target schools who had participated in the Weiss training courses used the Weiss Method for teaching some reading and language arts skills to their students.

Although, test results of students instructed in the Weiss Method primarily show that 75% of Weiss instructed students did not increase their reading level by two years or more, these students do show a sustained performance in most skill areas. Many of the control classes selected, also, showed a high degree of sustained performance.

The affective effect of the Weiss training on participating teachers is observed as "overwhelming." Responses on the training questionnaire show support for this since 98.0% of the 122 respondents indicate that they would take additional Weiss training if they had to pay for it themselves, and if they received no credit. They, also, indicated that all teachers should be exposed to Weiss training and that major benefits of the program are:

1. It gave teachers an understanding of the structure of the English language.

2. It builds teachers' self-confidence in their ability to instruct pupils in reading and language.

Observed training sessions were overwhelmingly attended and were conducted in an atmosphere of enthusiasm and interest. Previously, trained teachers were observed as effective trainers and presenters at these sessions.

The READ Project results show a high degree of effectiveness in the affective domain both with teachers and students, as well as, with parents and community. Classroom activities were observed that fostered student self-development. Student behavior and rapport within the observed Weiss classes exhibited an atmosphere of learning, interest and total involvement.

Parents and community members expressed enthusiasm and much interest in the Weiss program and its activities. Also, many were observed in attendance at READ-sponsored activities.

CHAPTER VI

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The Reading Enrichment/Achievement Demonstration Project has made an impact in the affective domain with teachers, students and the community. The cognitive objectives established by the program were partially met, however, the majority of the affective objectives were achieved. The following recommendations are made by the evaluators:

1. The Weiss Method as an instructional approach has support, interest, and enthusiasm of participating teachers, students, parents and community of the D. C. Public Schools. The Weiss Method is viewed as an effective method for teaching the structure of the English language through a phonetic approach. It is recommended that the Weiss Method continue to be tested and utilized as an instructional method not only in the target schools, but also, in other schools and at other grade levels. Teachers participated in training from schools throughout the city and many are, in fact, utilizing Weiss within their classrooms. This use should be recognized, maintained and evaluated.

2. Results of the evaluation showed that, approximately 624 enrollments were made in the Weiss Method courses during the 1978-79 school year. Many of these were from schools other than the five target schools. Also, many of the teachers in the target schools had taken the Weiss training and were no longer enrolled in the Weiss classes. The offering of the resources of the project to a broader population may have diminished the demonstrated impact of the program in the target schools. Only 17 teachers in five of the target schools could be identified who utilized the Weiss Method primarily. It is, therefore, recommended that future efforts for program implementation be more controlled so that project resources are more concentrated on the target groups and results can be more precisely measured.

3. The READ Project Director was effective and efficient in her implementation of training and providing the necessary support cooperation and collaboration with the teachers and staff of the target schools. However, more support staff would have provided the additional resources to support the Director's efforts.

It is recommended that any continued Project efforts be supported by the secretary and research assistant specified in the project proposal. A research assistant is needed to coordinate the voluminous amount of data involved in this kind of project.

4. Many teachers have voluntarily enrolled in the Weiss training classes for various reasons. Their responses indicate that their major decisions for participating are: (a) to become better teachers of reading and language arts skills to their pupils, and (b) to enhance their own knowledge and understanding of the "structure of the English language." It is recommended, that the Weiss training be offered to all teachers and instructional personnel in the D C. School System. The training seemed to have benefited instructional personnel at all levels, Pre-Kindergarten through Grade 12, as well as others.

APPENDIX A

Enrollment Statistics for Teachers Participating in Weiss Training Sessions

READING ENRICHMENT/ACHIEVEMENT DEMONSTRATION PROJECT (R.E.A.D.)
ENROLLMENT IN COURSES CONDUCTED 10/18/78-8/3/79 FOR TEACHERS AND OTHER STAFF MEMBERS
OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS
GRADUATE CREDIT THROUGH THE UNIVERSITY OF THE DISTRICT OF COLUMBIA

(NOTE: Course No. EERR 523 - Use of Media in the Weiss Method of Teaching Reading and Spelling, was incorporated in Courses EERR 526-A, EERR 526-B, and EERR 528.)

TOTAL ENROLLMENT, 1978-79 SCHOOL YEAR	COURSE NUMBER, TITLE, AND NUMBER OF GRADUATE CREDITS	NUMBER OF PERSONS COMPLETING COURSE: FALL 1978 SEMESTER 10/18/78-2/10/79	SPRING 1979 SEMESTER 2/14/79-5/25/79	SPRING 1979 SEMESTER WEEKEND MINI COURSE 5/4/79-5/6/79	SUMMER 1979 SEMESTER 6/25/79-7/6/79	SUMMER 1979 SEMESTER 7/24/79-8/3/79
120	EERR 519 - Beginning Weiss Method Course - 3	57	63			
66	EERR 520 - Advanced Weiss Method Course - 3	11	55			
16	EERR 521 - Teaching Bilingual Students and Teaching English as a Second Language - 3	6	10			
10	EERR 522 - Affective Teaching Strategies in Conjunction with the Weiss Phonic-Linguistic Method - 3		10			
50	EERR 524 - Teaching Creative Writing in Conjunction with the Weiss Method - 3	19	31			
36	EERR 525-A - Teaching Other Instructors How to Do a Workshop - (PART I) - 3	17	19			
17	EERR 525-B - Teaching Other Instructors How to Do a Workshop - (PART II) - 3		17			
121	EERR 526-A - Workshop in Weiss Phonic-Linguistic Method - 1			121		
118	EERR 526-B - Workshop in Weiss Phonic-Linguistic Method - 3					118
70	EERR 528 - Weiss Method Curriculum Development Course - 3				70	
624	- - - - - GRAND TOTAL = 624, AS FOLLOWS:	110	205	121	70	118

(SUMMARY: TOTALS - Fall = 110; Spring = 326; and Summer = 188. GRAND TOTAL = 624.)

A-2

APPENDIX B

Instruments Utilized for Evaluation

READ Evaluation
Interview Instrument

1. What is the overall purpose of the READ Project?

2. What are the major objectives of the READ Project?

3. What is your current position in the READ Project?

4. What specific activities are required for the performance of your job role?

5. Were you involved in other roles related to the READ Project prior to assuming your present position? If so, give information on each role.

6. What other persons are employed by the project, and in what capacities?

12. List the number of hours teachers have been trained in the WEISS Method by name and school. List sessions and workshops attended by each.

TEACHER	GRADE/ SCHOOL	WORKSHOPS ¢ SEMINARS ATTENDED	DATES	EVALUATIONS & MEASURES GIVEN	PERFORMANCE

7. What staff are needed to make a more efficient Project operation?

8. What specific activities have been carried out since the implementation of the READ Project? Indicate which ones you were directly involved in and the role you assumed in each. Also indicate which READ objective(s) listed in #2 was related to the activity.

ACTIVITY	DATES	PURPOSE	RESULTS	ROLE	RELATED OBJECTIVE(S)

9. What READ Project activities are currently in progress? Give the purpose for each and the role in which you serve.

ACTIVITY	DATES	PURPOSE	ROLE	RELATED OBJECTIVE(S)

10. What activities have been planned to occur between now and August 31, 1979? Give the purpose for each and the role in which you are to serve.

ACTIVITY	DATES	PURPOSE	ROLE	RELATED OBJECTIVE(S)

11. Answer the following regarding teachers currently or previously enrolled in the READ Project staff development and training.

SCHOOL	NUMBER OF TEACHERS ENROLLED	GRADE LEVEL	YEARS TEACHER IN PROGRAM (list)	CURRENTLY USING WEISS IN CLASSES

12. List the number of hours teachers have been trained in the WEISS Method by name and school. List sessions and workshops attended by each.

TEACHER	GRADE/ SCHOOL	WORKSHOPS & SEMINARS ATTENDED	DATES	EVALUATIONS & MEASURES GIVEN	PERFORMANCE

13. List teachers who have been trained to instruct other teachers in the Weiss Method.

TEACHER	SCHOOL	AREA INSTRUCTED	NUMBER OF TEACHERS INSTRUCTED	DATE(S)/CLASSES INSTRUCTE OR WORKSHOP CONDUCTED

14. What special qualities and criteria do you utilize to select teachers who will be trained to teach other teachers? (List)

a.

b.

c.

15. What special training and preparation are provided teacher trainers?

COGNITIVE PREPARATION	AFFECTIVE PREPARATION

16. List technical assistance that has been provided to the teachers using the WEISS Method during the 1978-79 school year.

TEACHER	SCHOOL	GRADE	T.A. PROVIDED	RESULTS	DATE

17. Specify consultants the project has utilized.

NAME OF CONSULTANT	AREA OF EXPERTISE	SERVICES PROVIDED	RESULTS

18. List those program activities sponsored by the READ Project involving parents and community members.

ACTIVITY	DATE	PURPOSE	NUMBER ATTENDING

19. What specific recommendations would you as a READ Project staff member make related to the Project?

READING ENRICHMENT/ACHIEVEMENT
DEMONSTRATION PROJECT (READ)

Classroom Observation Instrument

This site observation instrument is to be utilized by the evaluator in recording the results of each site visit to classrooms using the Weiss Method of Instruction.

Class Visited_____ Date_____

Lesson Topic Description_____ Teacher No._____

Observation Rating Schedule

4=Excellent; 3=Good; 2=Fair;
1=Poor; NO=Not Observed

1.	Teacher Preparedness					
	a. Lesson well planned as evidenced by flow of learning session	4	3	2	1	NO
	b. Teacher and students equal participants with teacher serving as facilitator and guider of the lesson	4	3	2	1	NO
	c. Evidence of previous related assignments	4	3	2	1	NO
	d. Continuity from previous lessons shown	4	3	2	1	NO
	e. Leading questions utilized	4	3	2	1	NO
	f. Evidence of teacher usage and understanding of syllabus and guidebook	4	3	2	1	NO
	g. Evidence of experiences provided for student utilization of cognitive processes (interpretation, application, assimilation)	4	3	2	1	NO
2.	Student Preparedness					
	a. Students evidenced understanding of lesson objectives and participated in accomplishing them	4	3	2	1	NO

b. Students showed knowledge of previous materials related to the lesson as reflected in presentations, discussions, responses, etc. 4 3 2 1 NO

c. Students seemed at ease and enthusiastically interested in lesson 4 3 2 1 NO

d. Students expressed their own ideas, opinions, and points of view related to the lesson with the teacher and other students 4 3 2 1 NO

3. Classroom Climate

a. Classroom setting non-traditional and appropriate to the lesson planned 4 3 2 1 NO

b. Classroom environment stimulating and attractive and representative of teaching/learning display, pictures, charts, exhibits, etc., reinforcing class learning objectives 4 3 2 1 NO

c. Interaction between teacher and pupil open and enthusiastic 4 3 2 1 NO

4. Teaching Techniques and Methodology

Methodology(ies) Utilized:

List:_____

_____

Technique(s) Utilized:

List:_____

_____

a. Appropriate for lesson being presented 4 3 2 1 NO

b. Teachers and students understood technique(s) and methodology(ies) utilized 4 3 2 1 NO

5. Materials Utilized

List:_____

_____

_____

a.	Appropriate for lesson being presented	4	3	2	1	NO
b.	Provided to students as needed	4	3	2	1	NO
c.	Visible, readable and accurate	4	3	2	1	NO
d.	Usage in lesson presentation	4	3	2	1	NO
6.	Lesson Presentation					
a.	Specific experiences to acquire concepts, ideas and skills in Weiss Method provided by teachers	4	3	2	1	NO
b.	Specific concepts, ideas and skills acquired by students through use of Weiss Method	4	3	2	1	NO
c.	Sequencing of presentation of concepts, ideas, skills, etc.	4	3	2	1	NO
d.	Inductive or deductive logic utilized in lesson process	4	3	2	1	NO
e.	Students allowed to find answers through cognitive processes	4	3	2	1	NO
7.	Evidences of Student Progress					
a.	Student work displayed reflects progress through correction of grammatical, writing, style, format and other tools	4	3	2	1	NO
b.	All students showed reponses to class assignments for various units	4	3	2	1	NO
c.	All students showed awareness of class purpose and progress to date	4	3	2	1	NO
d.	Students' work showed improvement in student writing and reading skills	4	3	2	1	NO
8.	Areas Observed in Lesson Presentation					
a.	phonics	4	3	2	1	NO
b.	structural analysis skills	4	3	2	1	NO
c.	syllabication	4	3	2	1	NO
d.	spelling	4	3	2	1	NO

e.	grammatical characteristics	4	3	2	1	NO
f.	foreign lanaugage construction	4	3	2	1	NO
g.	comprehension	4	3	2	1	NO

WEISS PROGRAM

TEACHER TRAINING QUESTIONNAIRE

Directions: Complete each of the following:

1. Which of the following courses in the Weiss Method have you completed?

_____a. Beginning Weiss Method Course

_____b. Advanced Weiss Method Course

_____c. Teaching Bilingual Students and Teaching English as a Second Language

_____d. Affective Teaching Strategies in Conjunction with the Weiss Phonic-Linguistic Method

_____e. Use of Media in the Weiss Method of Teaching Reading and Spelling

_____f. Teaching Creative Writing in Conjunction with the Weiss Method

_____g. Teaching other Instructors How to do a Workshop

_____h. Workshop in Weiss Phonic-Linguistic Method

_____i. Others (Title of Course)_____

2. As a result of my participation in the Weiss Teacher Training Program, I have acquired more skill in:

_____a. Teaching children to read more effectively

_____b. Teaching word attack skills

_____c. Understanding the nature and structure of the English language

_____d. Teaching comprehension

_____e. Teaching creative writing

_____f. All of the above

_____g. None of the above

3. As a result of my training in the Weiss Method, I have:

_____a. Used the Weiss Method in my classroom

_____b. Used the Weiss Method to assist me in my teaching effectiveness

_____c. Not used the Weiss Method at all for teaching

4. I have not used the Weiss Method in my classroom because _____

_____

_____

5. As a result of my training, I find the Weiss Method most helpful in teaching the following:

_____a. vocabulary
_____b. comprehension
_____c. grammar and syntax
_____d. creative writing
_____e. syllabication
_____f. word attack skills
_____g. other_____

6. Of all the lessons in the Weiss textbook, those that I find most helpful are (list):

a.
b.
c.

7. In utilizing the materials presented for each lesson in the Weiss textbook, I would find it more helpful if:

a. _____
b. _____
c. _____

8. I have attended the following workshops and seminars sponsored by the Weiss Teacher Training Program this school year:

	Activity	Date	Results
1.			
2.			
3.			
4.			

9. The training sessions which I have attended that I found most helpful are (list):

	Subject	Date	Instructor
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____
e.	_____	_____	_____

10. I would like to see the following changes to improve the Weiss Teachers Training Program:

a. _____

b. _____

c. _____

d. _____

11. If the courses in the Weiss Method are offered without credit, I:

_____a. Would not participate in them because I need only courses <u>for</u> credit

_____b. Would take the courses anyway to enrich my teaching

_____c. Other_____

12. If courses in the Weiss Method are offered for credit, and I have to pay tuition, I will (select one answer):

_____a. Continue to take course; I find them helpful

_____b. Not take the course; I cannot afford to pay tuition

_____c. Take the course because I need the credit

_____d. I have taken all the Weiss courses offered

13. As a result of my participation in the Weiss Teacher Training Program, I recommend that the program:

_____a. Be offered to all teachers on a voluntary basis

_____b. Be provided for all interested teachers of reading, spelling and the language arts

_____c. Be incorporated in staff development for teachers in order to enhance their knowledge of the English language

_____d. Other_____

_____

14. I took the Weiss Teacher Training courses because:_____

_____

_____

_____

WEISS PROGRAM

Dear Parent:

The attached questionnaire is designed for parents of students participating in the Weiss Program. It is an opportunity for you to express your opinion of the usefulness of the project to your child as well as the effects of the project on him or her.

Please answer each question completely and return the questionnaire to your child's teacher.

WEISS PROGRAM

Name of School_____Student Grade Level_____

PARENT QUESTIONNAIRE

Directions: Please give your answers to the following:

1. Have you heard of the Weiss Program?

   _____Yes _____No

2. I learned about the Weiss Program:

   _____ a. From my child

   _____ b. From my child's teacher

   _____ c. From another parent

   _____ d. From the school principal

   _____ e. Other

3. My child likes school better because of the Weiss Program.

   a. _____Yes b. _____No c. _____No change observed

(You may check more than one Questions 4-7)

4. My child talks more about:

   a. _____New books which he/she has read

   b. _____The homework he/she has to do in Weiss

   c. _____Words he/she learned today

   d. _____Stories he/she wrote today

   e. _____None of the above

   f. _____Other

5. The Weiss Program has:

   a. _____Helped my child learn to speak better

   b. _____Reduced tardiness for my child

   c. _____Made my child want to go to school

   d. _____Other_____

   e. _____None of the above

6. As a result of the Weiss Program, my child:

   a. _____Makes better grades

   b. _____Writes more and better

   c. _____Talks better

   d. _____Reads better

   e. _____Does homework better

   f. _____No change observed

   g. _____None of the above

7. The Weiss Program has helped my child:

   a. _____Understand himself/herself better

   b. _____Understand others better

   c. _____Get along better with classmates

   d. _____No change observed

   e. _____None of the above

8. I have visited school activities of the Weiss Program.

   _____Yes _____No

9. Number of visits _____.

10. My family has visited school more because of the Weiss Program

    _____Yes _____No

11. More parents need to know about the Weiss Program.

    _____Yes _____No

12. My other children could use Weiss.

    _____Yes _____No

    No other children_____

WEISS PROGRAM

PARTICIPATING TEACHER QUESTIONNAIRE

(Using WEISS Method in Classroom Exclusively)

Directions: Answer each of the following:

1. The purpose of the Weiss Program is:

2. What nationalities of students are represented in your class (list numbers of each):

3. I have taken courses in the Weiss Method for:

   _____a. less than one year

   _____b. one year

   _____c. more than two years

4. I have used the teaching skills which I learned in the Weiss Method to train my class:

   _____Yes _____No

5. Do you use the Weiss Method for teaching the following reading skills? Check the appropriate items.

   _____a. Word attack skills

   _____b. Phonetic analysis

   _____c. Structural analysis

   _____d. Vocabulary

   _____e. Comprehension

6. In teaching the above reading skills, do you use the Weiss Method:

   _____a. exclusively?

_____b. frequently?
_____c. partially, in conjunction with other methods?
_____d. occasionally?
_____e. when it is appropriate to the lesson you are teaching?
_____f. never?

7. Do you use the Weiss Method for teaching spelling?

_____a. exclusively?
_____b. frequently?
_____c. partially, in conjunction with other methods?
_____d. occasionally?
_____e. when it is appropriate to the lesson you are teaching?
_____f. never

8. Are you teaching the Weiss Method systematically; i.e., lesson by lesson according to the textbook, "Sure Steps to Reading and Spelling"?

_____Yes _____No

a. Do you pick out just certain lessons to teach?

_____Yes _____No

b. Do you pick out just certain rules or principles to teach?

_____Yes _____No

9. Do you teach the Weiss Method to the entire class?

_____Yes _____No

a. Do you use the Weiss Method with only certain groups in the class?

_____Yes _____No

b. Into how many groups is your class divided? _____

c. With how many groups are you using the Weiss Method? _____

10. a. On what date during the 1978-79 session did you begin teaching the Weiss Method to your students?_____

b. What grade or type of group do you teach?

Grade No._____ Special Ed._____ Mixed Group_____

Resource Teacher of Grades_____ English as a Second Language _____

Other_____

c. On which lesson in "Sure Steps to Reading and Spelling" is each group you teach?

_____ _____ _____ _____ _____

11. Is there a specific basal reader or reading program you are required to use in your class?

_____Yes _____No

Name(s) of reader:_____

Name of reading program:_____

12. How much time during the average day do you devote to teaching the Weiss Method?

_____

13. Do you use teacher-made games, worksheets, learning centers, etc., to reinforce the Weiss Method? Give some examples.

_____

_____

_____

14. During your regular classroom hours, are you participating actively in a federally-funded program, i.e., Title I, Follow Through, 2-W, etc.?

Name of program:_____

a. Are you using the textbooks for teaching reading prescribed by that project?

_____a. exclusively?

_____b. in conjunction with other materials?

15. a. Do you teach the Dolch Basic Sight List?

_____Yes _____No

b. Do you use any other sight word list?

_____Yes _____No

c. If the answer to 15b is "Yes," name the list:_____

_____

(Questions 16-23 may have more than one response. Check all that apply).

16. For which students do you consider the Weiss Program suitable?

_____a. Students of low academic ability

_____b. Students of average academic ability

_____c. Students of high academic ability

_____d. All students regardless of academic ability

_____e. Students of bilingual cultures only

_____f. Other_____

17. Students in the Weiss Program as compared to other students

_____a. Are more academically equipped

_____b. Show higher academic achievement

_____c. Participate in more extracurricular activities

_____d. Participate in less extracurricular activities

18. As a result of your observation of and interaction with students in the Weiss Program, these students, as compared to other students in your school,

_____a. Have less truancies and absences

_____b. Are seldom tardy

_____c. Have less conduct and behavioral problems

_____d. Are more enthusiastic about school and learning

_____e. Are the leaders of their group

_____f. None of the above

_____g. Other_____

19. The Weiss Program has had the following effect on the school:

_____a. Students in the program require less counseling

_____b. Students in the program require less parent and teacher conferences

_____c. Students in the program influence the conduct of other students in the school

_____d. Students in the program require less supervision

_____e. Students in the program assist in keeping the school orderly and conducive to learning

_____f. Other_____

20. Which of the following improvements have you observed in students participating in the Weiss Program to a greater degree than you have in other students?

_____a. Improvement in reading grades

_____b. Speech has improved

_____c. More leadership skills

_____d. No change observed

21. Which of the following changes have you observed in the students participating in the Weiss Program to a greater degree than in other students?

_____a. Seem to understand themselves and others better

_____b. Seem to get along better with peers and classmates

_____c. Seem to get along better with teachers

_____d. No change observed

22. Which of the following have you observed to a greater degree in parents of students involved in the Weiss Program than in other parents?

_____a. Better relationship with the school

_____b. Parents contact school more about child's academic progress

_____c. Parents participate more in school activities

_____d. Parents attend more school functions

_____e. None of the above

_____f. Other_____

23. Which of the following have you observed in teachers who are in the Weiss Program to a greater degree than other teachers?

_____a. Teachers are more concerned about the education of students

_____b. Teachers report less discipline problems

_____c. Teachers are more cooperative in participating in extra teaching activities

_____d. Teachers are a more close working group

_____e. Teachers are more productive

_____f. Teachers are more prepared and confident in the implementation of their teaching role

_____g. Other_____

_____h. None of the above

24. I would recommend expanding this Program to include other teachers and students

_____a. In this school

_____b. In other schools

_____c. Should remain as is

_____d. Should not be used at all

_____e. Other (Explain)_____

_____

25. In your opinion, if the program expanded it should include:

_____a. Only students of exceptional (special education, etc.) academic ability

_____b. Students of high academic ability

_____c. Students of average and above average ability

_____d. Students of all academic abilities

_____e. Bilingual students

_____f. Other_____

26. The skills which students acquire who participate in the Weiss Program that are different from skills which other students acquire are:

a. _____

b. _____

c. _____

27. I would like to see the following changes to improve the Weiss Program:

a. _____

b. _____

c._____

28. For which skills do you find the Weiss Method most helpful in teaching children?_____

_____

_____

29. For which skills do you use other methods to teach children?_____

_____

_____

30. What other methods have you found more helpful than WEISS in teaching reading skills to children?_____

_____

_____